

University of Groningen

Technology-enhanced interactive engagement

Tlhoaele, Malefyane

IMPORTANT NOTE: You are advised to consult the publisher's version (publisher's PDF) if you wish to cite from it. Please check the document version below.

Document Version

Publisher's PDF, also known as Version of record

Publication date:

2015

[Link to publication in University of Groningen/UMCG research database](#)

Citation for published version (APA):

Tlhoaele, M. (2015). *Technology-enhanced interactive engagement: a strategy that drives students' learning & academic performance*. [Thesis fully internal (DIV), University of Groningen]. [S.n.].

Copyright

Other than for strictly personal use, it is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), unless the work is under an open content license (like Creative Commons).

The publication may also be distributed here under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license. More information can be found on the University of Groningen website: <https://www.rug.nl/library/open-access/self-archiving-pure/taverne-amendment>.

Take-down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

Downloaded from the University of Groningen/UMCG research database (Pure): <http://www.rug.nl/research/portal>. For technical reasons the number of authors shown on this cover page is limited to 10 maximum.

Stellingen behorende bij het proefschrift

Technology-enhanced interactive engagement

A strategy that drives students' learning & academic performance

1. The key to improving students' academic performance in higher education lies in intensifying teaching and learning and it is the responsibility of institutional management and lecturers to ensure that strategies are implemented to achieve this goal. (Chapter 1)
2. Technology has affected the communication strategies in education, altering the way lecturers teach and students learn (Chapter 5).
3. The use of technology alone will not improve students' performance; it needs both well-designed content and well-structured teaching methods in order to achieve confirmable improvements in students' performance. (Chapter 3)
4. Institutions need to emphasise regular lecturer training on pedagogic integration of technology into higher education courses and provide regular technical support as well, until lecturers are confident enough to continue on their own (Chapter 7)
5. Getting things done is not always what is most important. There is value in allowing others to learn, even if the task is not accomplished as quickly, efficiently or effectively as expected.
6. Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mine worker can become the head of the mine, that a child of farmworkers can become the president of a great nation. It is what we make out of what we have, that separates one person from another – Nelson Mandela
7. I have walked that long road to freedom. I have tried not to falter; I have made missteps along the way. But I have discovered the secret that after climbing a great hill, one only finds that there are many more hills to climb. I have taken a moment here to rest, to steal a view of the glorious vista that surrounds me, to look back on the distance I have come. But I can rest only for a moment, for with freedom comes responsibilities, and I dare not linger, for my long walk is not yet ended – Nelson Mandela.

Malefyane Tlhoale

January 2015